

Title IID-EWITT TQ Training Spring 2010

with Mickie Boggs of Mighty Productions

Welcome

ThinkQuest has a rich history that spans the globe. Through the power of technology, students and teachers have expanded their worlds, developed important connections, reached out to the professional world, and have made important steps in their own learning through project-based methods.

History

- 1996- ThinkQuest Internet Challenge launched for North American schools.
- 1997- TQ Challenge goes global- students connect worldwide to collaborate.
- 1998- ThinkQuest Junior is added to TQ programs to serve grades 4-6.
- 1998- ThinkQuest partners in 66 countries, 100,000 participants worldwide.
- 2002- Oracle "Help us Help" Foundation assume responsibility for worldwide program.
- 2002- TQNYC is launched specifically to address needs in NYC schools.
- 2009- TQNYC has served over 23,000 students and 1,500 teachers in 500 New York City schools. Due to funding issues, TQNYC closes its doors.
- 2010- NYC teachers keep the project alive in their classrooms.
- 2011- Oracle brings the Internet Challenge back to ThinkQuest.com

Mission

Students work with coach to develop an interesting topic and publish a website designed to engage other students. Students work in groups of 3-6 and commit to seeing the project to fruition. Students learn collaboration and communication skills in addition to enhancing their literacy and computer abilities.

New Learning Models

- Real World Collaboration
- Student Directed, Project Based Learning
- More than "Media Transfer"
- Student as Knowledge Producer & Expert
- Prepares Student with Information-Age Skills
- Teacher as Coach, Mentor, Facilitator, and Learner
- Literacy & Research Skills
- Project Based Learning
- Technology Integration
- Communication
- Align with Standards

Topics should be exciting!

- Find a new way to present an academic topic
- Give an 'outside interest' an educational twist
- Choose a 'hot topic' for students to explore and debate
- Turn a class trip or project into a website
- Find a community project, issue, charity to align a project to

Connecting to Standards and Professional Goals

- How does this project meet ELA standards?
- What are your professional goals?
- What goals do you have for your students?

ELA STANDARDS PHILOSOPHY

- Recognizes that English language arts learners must be exposed to regular and varied opportunities to read.
- Guides students to read a minimum of 25 books or the equivalent, per year, across all content areas and all standards.
- Guides students to write at least 1,000 words, per month, across all content areas and all standards.
- Guides students to listen and to speak on a daily basis.
- Recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening, and speaking competencies.
- Supports the recursive nature of language arts development across the continuum, from pre-kindergarten through grade 12.
- Affirms that all students are able to achieve competency in the presence of skilled instruction, adequate time for learning, varied and/or specialized resources, and additional support as needed.
- Recognizes that equity in and access to technology and other resources must be ensured at State, regional, and local levels and enhances the development of critical literacy competencies.
- Reflects an understanding of the developmental needs of students as they work to achieve competency in language arts.
- Focuses on students as active learners, responsible for and knowledgeable about their own learning.

Grades 7–8 Core Performance Indicators

Reading

- Identify a purpose for reading
- Adjust reading rate according to the purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast
- Use knowledge of punctuation to assist in comprehension

- Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading accomplishments

Listening

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology

Speaking

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and grammar appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate appropriate to content and audience
- Use effective nonverbal communication
- Use visual aids to enhance the presentation
- Establish and maintain eye contact with audience

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Identify the intended audience
- Use tone and language appropriate to audience and purpose
- Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise, and varied sentences, developing a personal writing style and voice
- Observe rules of punctuation, italicization, capitalization, and spelling as follows:
 - o Punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters
 - o Use italics and underlining for titles
 - o Capitalize proper nouns, such as geographical names, academic courses, and organizations
 - o spell correctly commonly misspelled words, homonyms, and content-area vocabulary
- Use correct grammatical construction in
 - o Parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions

- (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas
 - Simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice
- Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts
- Use dictionaries, thesauruses, and style manuals
- Use computer software (e.g., word processing, import graphics) to support the writing process
- Write for an authentic purpose, including publication

Grades 9–12 Core Performance Indicators

Reading

- Identify the purpose for reading
- Adjust the reading rate according to the purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast)
- Recognize the organizational format, such as hierarchical, chronological, and cause/effect
- Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading accomplishments

Listening

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people

Speaking

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose

- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to the audience's reaction and adapt presentation
- Establish and maintain eye contact with audience

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Identify the intended audience
- Use tone and language appropriate to the audience and purpose
- Use prewriting activities (e.g., brainstorming, free-writing, note taking, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe the rules of punctuation, capitalization, and spelling
 - o Punctuation of simple and compound sentences, dialogue, titles of articles
 - o Capitalization of words such as proper adjectives, titles of persons, and words in quotes
 - o Spelling of commonly misspelled words, homonyms, content-area vocabulary
 - o Use correct grammatical construction
 - o Parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas
 - o Complete simple, compound, and complex sentences containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, unity
- Use computer technology to create, manipulate, and edit text

ACTIVITY

- Choose one ELA Standard
- Write how a ThinkQuest project will support it.

DISCUSSION

Self-Assessment Strategies